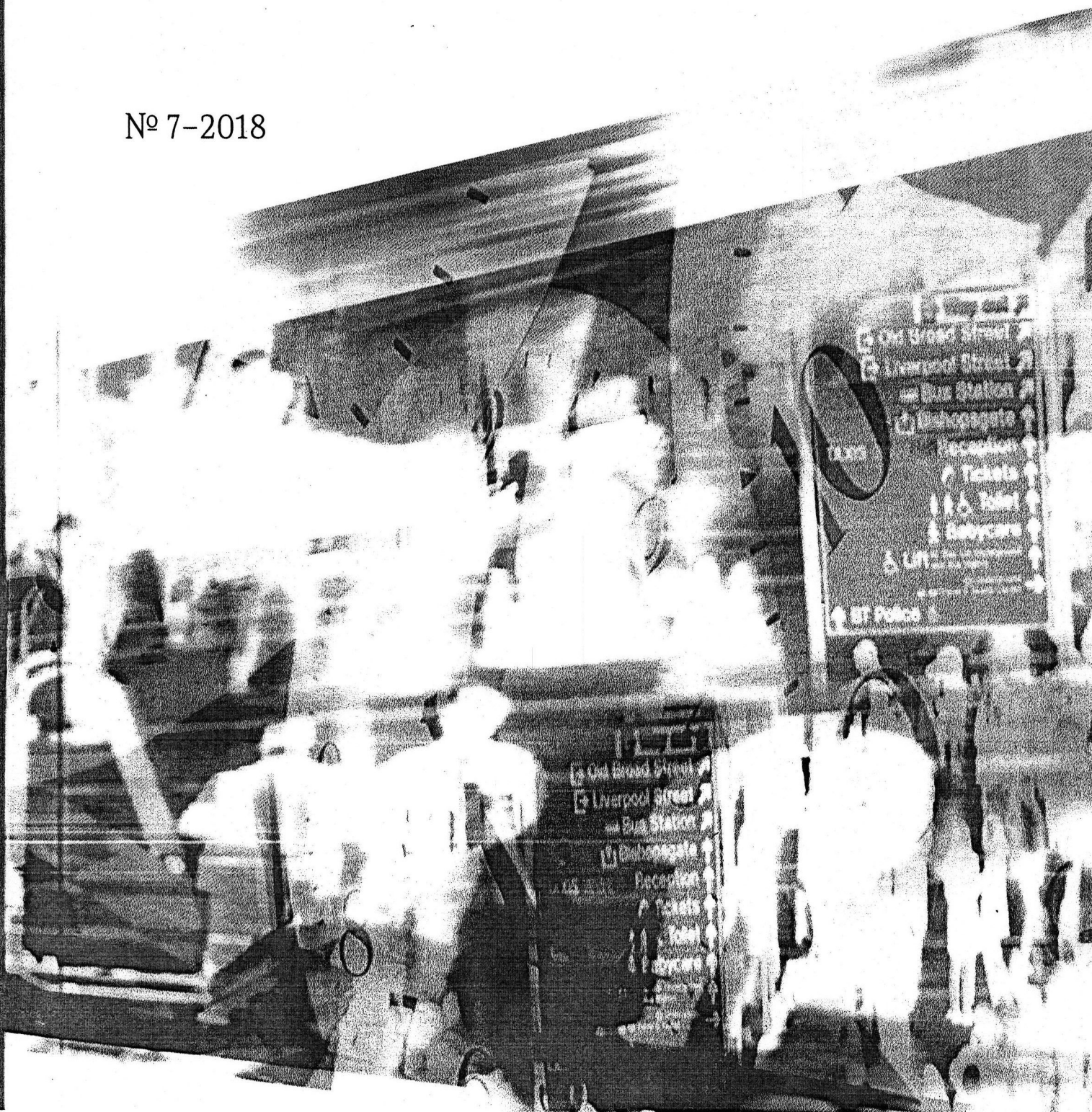


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STUDYING PEDAGOGICAL INFORMATICS IN THE PROCESS OF PREPARING FUTURE TEACHERS

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Annotation. The main category concepts of pedagogical informatics as a science are considered. On the basis of the analysis of the conditions of the future pedagogical activity in the conditions of the informatizing educational process and the training of future members of the information society, the necessity of studying pedagogical informatics in higher educational establishments was determined.

Key words: informatization of education (systems), pedagogical informatics, informational safety of students/

Relevance of the research topic. At the present stage of development of society in the conditions of availability of various information resources, the introduction of information and communication technologies in all spheres of professional human activity, as well as their use in everyday life, are creating new forms of mass communication, social communication, style of thinking and lifestyle, new paradigms of economy, politics, management, that needs to be prepared for a modern young man. This should be directed towards educational activities.

Analysis of recent research and publications. The use of information and communication technologies in educational institutions gave an impetus to actual domestic and foreign studies research concerning the methodology and practice of informatization of education, the role of information and communication technologies in the organization of the educational process (V.P.Bespalko, V.Yu.Bykov, O.M.Honcharova, Y.V.Horoshko, M.I.Zhaldak, V.I.Klochko, Y.I.Mashbits, N.V.Morze, S.A.Rakov, Y.S.Ramsky, I.V.Robert, Z.S.Saydametova, S.O. Semerikov, Y.M.Smirnova-Tribulska, O.M.Spirin, O.V. Spivakovski, Y.V.Trius, S.M.Yashanov and others).

However, a number of issues related to the systematic training of future teachers to work in an informatizing educational process and related to the education of information-safe behavior of future members of the information society, the culture of the use of information resources of the Internet, as well as pedagogically related issues due diligence in the use of information and communication technologies in the educational research process is insufficient.

RESEARCH RESULTS. THE Law of Ukraine "On the main principles of the development of the information society in Ukraine for 2007-2015" [1] states that one of the main conditions for the successful implementation of the basic principles of the development of the information society is the providing of training, education, training of a person for work in the information society. For this is necessary:

- to develop the scientific and educational space, which will be based on the combination of various multi-purpose information and communication systems;
- to develop computer-oriented methodological support for the teaching of school subjects and disciplines, to take into account the peculiarities of work with ICT in the systems of teaching students of pedagogical establishments of higher education and retraining of teachers;
- improve training, open new specialties related to the implementation of the latest ICTs in different spheres of human activity, implement the principle of "life-long education";
- create distance learning systems and ensure the effective implementation and use of ICTs at all educational levels of all forms of learning;
- provide at the appropriate level educational establishments and scientific institutions with modern ICT tools and necessary information resources;
- provide free access to ICT and information resources, especially in remote areas;
- increase in the basis of cooperation between the private sector of the economy and local self-governance bodies;
- to ensure the development of the scientific and educational information network and information resources in the main fields of knowledge.

Informatization of education is a key condition for the training of specialists capable in navigating in the modern world of the world [1].

There is a large number of definitions for the concept of informatization of education, which reflects various aspects and components of the introduction of information technology education.

Taking into account the difference between the concepts of "education" (as a process and the result of the students' acquisition of systematized knowledge, the acquisition of skills and ability, the formation of a scientific outlook on their basis, moral and other characteristics of a person, the development of its creative powers and abilities [29]) and "education system" (The totality of educational institutions in which systematically and consistently educate, prepare and prepare for life in accordance with the needs of society [29]), under the term "informatization of education" some authors understand "the informatization of the system of education and" [2], [7], [14], [18], [19] and others [23], [27], [31] - "informatization of the educational process".

On the basis of the analysis of the considered concepts under the informatization (system) of education we will understand the process of purposeful implementation and use of information and communication technologies in the

education system to ensure the educational process, taking into account organizational, legal, socio-economic, industrial, managerial, sanitary and hygienic and ergonomic, psychological -pedagogical aspects of organization of such process.

Information and communication technologies used in various fields of human activity (process control, research, design, financial transactions, education and so on.), Despite the similarities at the same time significantly differ among themselves. Different "subject" informatics are formed, which are based on various operations and procedures, different kinds of equipment, and, most importantly, concern different subject areas [20]. For example, there already exist such informatics as mathematical informatics, economic informatics, chemical informatics, social informatics, legal informatics, medical informatics, and others. The exception is not pedagogy and pedagogical informatics.

In [25], on the basis of a detailed analysis of the concepts of science informatics and pedagogy, the interpretations of various scientists of pedagogical informatics as a science, it was determined that pedagogical informatics is a science in which the problems of modern pedagogy are studied and solved, in particular problems of training, education and formation of the personality of the future member of the information society in the languages of informatization of the educational process on the basis of wide pedagogically weighed use of modern computer-oriented methodical systems and environments on teaching.

The object of study within pedagogical informatics is the sphere of social activity, aimed at training and upbringing of a person.

The subject of pedagogical informatics is the informatization of human activity, aimed at teaching and upbringing, intellectual and physical development of a person, formation of harmoniously developed future member of the information society.

The main problems that are studied within pedagogical informatics include:

- *research of stages and regularities of the process of informatization of education [2, 6, 7, 11, 20, 26, 32 and others];*
- *definition of psychological and pedagogical bases of informatization of education [6, 21, 26 and others];*
- *development of computer-oriented training systems [6, 9, 13, 30 and others];*
- *development of computer-oriented educational environments [6 and others];*
- *development of a global education and information space based on computer networks [3, 6, 15 and others];*
- *development of a methodology for the formation of a system of informational competencies and informational culture [10, 22, 26, 28 and others];*
- *providing information security of the person [4, 8, 12, 16 and others].*

The emergence and development of pedagogical informatics as a science has given impetus to the introduction into the program of training future teachers of the same discipline.

The results obtained. Some issues that are considered within pedagogical informatics are studied in the courses of other disciplines, for example, question related to the formation of computer science and computer science and using ICT can be considered in the course of studying the courses of basic informatics, information and communication technologies, methods of calculations, computer modeling. Issues related to the use of ICT in education can be considered when learning a variety of disciplines, computer-based learning systems, computer and software engineering, the theory of artificial intelligence, expert systems, in particular, for educational purposes, etc.

However, a number of issues studied within the framework of pedagogical informatics, students can master only at the master's level. For example, mastering topics "Information Society" and "Informatization of Education" students should know the history of information technology (Fundamentals) to capture the theme "Information Security students" - age-related psychological characteristics of students (Developmental Psychology) and others.

For generalization and systematization of knowledge on the informatization of the educational process and pedagogically weighed use of ICT and information resources of the Internet in the course of educational and cognitive activities, it is expedient (and necessary) for students of masters to study the discipline "Pedagogical Informatics".

The discipline "Pedagogical Informatics" was introduced into the curriculum of future teachers of informatics at the level of the master's degree at the National Pedagogical University named after MP Drahomanov (the curriculum was approved at the meeting of the Scientific Council of the MP Dragomanov NPU (Ukraine) February 23, 2016, Minutes No. 11). According to the curriculum, studying this discipline is given 120 hours (34 hours of classroom, 86 hours of independent work).

The course of pedagogical informatics is one of the leading courses of professional training in the field of pedagogy, the main purpose of which is the formation of a system of informational competencies in the field of informatization of the educational process and pedagogically weighed use of modern information and communication technologies in the educational process, in particular on the basis of computer- oriented teaching methodological systems.

The study of this discipline will contribute to the formation and development of a system of professional competences:

- didactic-methodical (competences in the field of teaching disciplines);
- Organizational-managerial (competencies in the field of organizational work, including the educational, with the students' team in the conditions of informational education);
- psychological and pedagogical (competencies in the field of pedagogical psychology and pedagogy concerning the formation of a harmoniously developed future member of the information society);

- research (competencies in the field of research, including own research on improvement of material and technical and scientific and methodological provision of educational and cognitive activity of students in the conditions of informational education);
- communicative (competencies in the field of communication in the context of informational education).

The study of pedagogical informatics in the magistracy contributes to the generalization and systematization of students' knowledge about the organization and implementation of an informatised educational process, the formation of a harmoniously developed person, the future member of the information society.

Taking into account the importance of issues related to information security, one of the sections of pedagogical informatics is the information security of students. Taking into account the extraordinary importance of the material of such a section, it is expedient to study it within the limits of separate discipline.

On the basis of the above analysis in [24], the notion of information security of schoolchildren and aspects of its organization can be concluded on the training of future teachers for the implementation of such an organization: since appropriate training is difficult to implement in the study of one discipline, it is expedient to implement it in the process of studying most disciplines on the basis of interdisciplinary connections

In studying age psychology it is expedient to consider not only the psychological peculiarities of students, but also the age-old peculiarities of students' interest in the field of information and communication technologies and information resources.

When studying computer networks and the Internet it is expedient to consider technical and software tools for data protection.

During the study of jurisprudence, it is necessary to consider the legal aspects of the regulation of the use and distribution of various informational materials, including the harmful nature, the use of licensed information resources and software.

When mastering the course of computer science teaching it is expedient to pay attention not only to the methodology of teaching the relevant sections of the course of informatics, but also to prepare future teachers for the implementation of educational function of teaching the school course of informatics: forming a culture of communication and use of information resources, anticipating the consequences of their actions using information- communication technologies, to organize a safe information space for their activities.

At the level of the master's degree it is expedient for students to study the discipline "Information Security", which is one of the leading ones regarding the formation of competences for future teachers regarding various aspects of activity in relation to provision of information safety of students, creation of safe working conditions for students in the information space.

The discipline "Information Security" was introduced to the curriculum of future teachers of informatics at the level of the master's degree at the National Pedagogical University named after MP Dragomanov (the curriculum was approved at the meeting of the Scientific Council of the MP Dragomanov NPU (Ukraine) February 23, 2016, Minutes No. 11). According to the curriculum for studying this discipline are given 150 hours (34 hours of classroom, 116 hours of independent work).

As a result of the course "Information Security", future teachers are aware of: the concept, types, aspects of information security of students, directions of work in the school to organize a safe informational space for students; know how: to determine the conditions for information security of students, to organize a safe informational environment for students in school and at home.

Conclusions and suggestions. Summing up the materials in the article, we can conclude that after graduation from a pedagogical higher educational establishment at the level of bachelor in young teachers will not be formed individual knowledge in computer science and the application of information and communication technologies in professional activities, and a holistic system of informational competencies. However, a number of issues concerning the informatization of education and the use of ICT in the educational process are still not considered at the level of the baccalaureate. For the generalization and systematization of knowledge on the informatization of the educational process and the pedagogically weighed use of electronic educational resources, it is expedient to study the discipline "Pedagogical Informatics" for students-masters. The course "Pedagogical Informatics" is one of the leading courses of professional training in the field of pedagogy, the main purpose of which is the formation of a system of informational competencies in the field of informatization of the educational process.

One of the sections of pedagogical informatics is the information security of students. Taking into account the extraordinary importance of the material of this section, it is expedient to study it within the limits of a separate discipline.

Taking into account the importance of the problem under consideration, we note the need for further study of the ways of training teachers of all disciplines to provide information security for students and pedagogically weighed use of modern information and communication technologies, computer-oriented learning environments, virtual worlds and laboratories, computer games and so on in the educational process both in the school and in the higher educational establishment.

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